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ABSTRACT

This paper reports on a study in the Minneapolis-St. Paul area designed to assess social studies teachers' perceptions of knowledge, attitudes, and skills goals in social studies education. Four hundred and sixty K-12 social studies teachers responded to the assessment instrument. The results indicated that secondary social studies teachers emphasize the teaching of content knowledge while elementary teachers give greater attention to the socialization of the child. Teachers from all grade levels believe that more emphasis should be placed on teaching social science knowledge. Greater emphasis is being given to processing and application skills than to knowledge acquisition and interpretation skills in the curriculum. However, teachers at various grade levels differ in their opinions about what skills are most important for their students. The overall data from the study indicates that there is not wide-spread dissatisfaction among the faculty with the present curriculum. The major implication for curriculum change is that priority goals, rather than social science disciplines per se, should serve as a basis for the design of the curriculum. Implications for staff development based on the assessment are also included. (Author/DE)

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Social Studies Teachers Perceptions of Knowledge, Attitudes,
and Skills Goals; Implications for Curriculum Change
and Faculty Development

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INTRODUCTION

The speed and ubiquitous nature of change compels school districts to submit its curricula to periodic appraisal. This scrutiny is essential for determining how well present programs are keeping pace with a changing environment, thus assuring relevant programs for increasingly diverse abilities, interests, and values of students. The pressures which force curriculum renewal within schools also demand corollary changes for the teachers in those programs. As expectations of public education increase, accompanied by calls for accountability and by limited and further diminishing resources, the times demand systematic planning for change. A systematic plan, which assures a comprehensive, efficient process in determining need for curriculum change and staff improvement seems absolutely essential.

A large suburban school district in the Twin Cities area of Minneapolis and St. Paul, comprised of twenty-one elementary, four junior high, and three senior high schools recently identified, the social studies program, through total faculty participation, as the subject field of the district's curriculum to be assessed to determine need for change. A report of the study design, the results of the study, the conclusions, and implications for curriculum change and staff in-service needs are presented here.

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PART I: STUDY DESIGN

In compliance with procedures established within the district's curriculum system, a district-wide Social Studies Committee recommended an assessment of the existing program. A nine-member Task Force, comprised of elementary teachers, secondary school social studies teachers, one principal, and one curriculum specialist, was appointed to design the assessment instrument. The charge given to the Task Force by the Social Studies Committee was to develop a means to assess the social studies program, collecting data to answer the following questions:

1. What are the stated goals and skills which define the existing social studies programs?
2. What emphasis is currently being given, and at what grade level(s), to the identified goals and skills?
3. What emphasis would we desire to be given to the identified goals and skills?
4. Which social science disciplines are being over-emphasized or neglected in the program?
5. What are individual teachers' perceptions about their familiarity with the existing social studies curriculum at their grade or course level?
6. What are individual teachers' perceptions of the adequacy of the present social studies curriculum for grades K-12?

Development of An Instrument

The nine member Task Force met for approximately thirty-two hours over a two-week period of time to develop the assessment instrument. Their task was to secure information pertinent to the question of what are the stated goals and skills which define the existing social studies curriculum in

the school district. There had been developed over a period of years a social studies "scope and sequence" composed of an array of broadly stated goals, terminal objectives, instructional objectives, and listings of activities, concepts, skills, and generalizations. This document served as a point of departure for the work of the Task Force. Fifteen goal statements could be identified in the material. The Task Force members felt that these goals represented a range of statements too narrow to effectively assess the program being carried out. Nine additional goals were formulated, resulting in a total of twenty-four. In order to bring meaning for the individuals who would interact with the goals in the assessment process, "terminal" objectives which would serve as indicators of attainment of a particular goal were identified and listed under each goal. These indicators of goal attainment for elementary, junior high and high school students were drawn from the social studies "scope and sequence".

The assessment instrument requested personal data and opinions from each of the 460 respondents, as well as general directions for responding to the twenty-four goal statements and seventeen social studies skills.

A rating scale, 0 - Doesn't Apply, 1 - Unimportant, 2 - Marginally Important, 3 - Moderately Important, 4 - Quite Important and 5 - Very Important was placed under the headings of Current Emphasis and Desired Emphasis for each goal statement and skill.

An example will serve to illustrate the format employed. The respondents addressed only the goal statement; the three indicators (a,b,c) were offered to assist in interpreting the goal.

Current
Emphasis

5 4 3 2 1 0

Desired
Emphasis

5 4 3 2 1 0

1. Students will become aware of the growing interdependence of different people and nations
 - a. Become aware that all people live in proximity to each other, forming social units to deal with common problems.
 - b. Understand ways of adjusting to the environment and natural resources, utilizing them for mutual advantage.
 - c. Recognize where and how civilizations began and how they dealt with their differences and similarities.

In the assessment process each respondent indicated his perception of the amount of emphasis each is currently receiving as well as the emphasis each should receive.

Two additional questions which faced the Task Force were the procedures to be followed for collecting the data and whether students and community members should participate in the assessment. The recommendation was made by the Task Force and adopted by the School district to carry out the teacher assessment in a half-day workshop for all elementary teachers and secondary social studies teachers. The recommendation to select a random sample of parents and students to participate in assessing the current and desired emphasis for the twenty-four goal statements was also adopted.

The Collection of Data

The half-day workshop for teachers to carry out the assessment of the social studies curriculum was held in early October. All elementary classroom

teachers and secondary school social studies teachers participated for a total N=460. In most instances the groups of faculty members met in elementary schools throughout the district. In all instances the total group meeting in each building was divided into small groups of four or five with at least one secondary, one intermediate, and one primary teacher per group. The assessment process was carried out under the following procedures:

Phase I. Each teacher individually ranked the twenty-four goal statements in terms of the importance of the goal for the combined grades K-12 social studies curriculum in the district.

Phase II. Each teacher indicated on a five point scale the current emphasis being given to the goals and skills at his level of teaching, e. g. grade 4, grade 7, grade 10.

Phase III. In groups of 4 or 5, teachers interacted about their individual ranking of the goals in Phase I, in an attempt to reach consensus, e.g. 3 out of 4 or 4 out of 5 agreement as to what priority should be given to the twenty-four goal statements across the total grades K-12 social studies curriculum.

Phase IV. Each teacher indicated, on a five point scale, what he believed should be the emphasis given to each goal and skill at his level of teaching.

Several weeks later a similar group meeting was held for 171 parents and 100 students who were selected at random from throughout the district. These two groups participated in the assessment to the extent of identifying the current and desired emphasis for the twenty-four goal statements in the districts social studies program. The results of the student and parent assessment are not included in this summary report.

PART II: FACULTY PERSONAL DATA/PROGRAM PERSPECTIVE

Prior to offering their perceptions of the current and desired emphasis of the social studies goals and skills, each faculty member was asked to provide information about his grade level assignment, total years of teaching experience, post-baccalaureate education, and his area of specialization within the social science disciplines. The District Social Studies Committee also wished to determine teacher familiarity and degree of satisfaction with the current social studies curriculum, as well as their perceptions as to the social science disciplines being over and under-emphasized in the current curriculum.

Personal Data

Table 1 presents the distribution of teachers across the various grade levels. As stated earlier in this report, all elementary teachers and all secondary school social studies teachers from twenty-one elementary, four junior high and three senior high schools participated in the assessment.

TABLE 1
GRADE LEVEL ASSIGNMENTS FOR TEACHERS

GRADE LEVEL	PERCENTAGE	NUMBER
ELEMENTARY		
Kindergarten	5%	25
Grade 1	10	47
Grade 2	11	49
Grade 3	12	55
Grade 4	13	58
Grade 5	13	61
Grade 6	14	66
No Designation	1	4
JUNIOR HIGH		
Grade 7	3	13
Grade 8	4	17
Grade 9	3	14
HIGH SCHOOL		
Grade 10	4	19
Grade 11	3.5	16
Grade 12	3.5	16
TOTAL	100%	460

Table 2 indicates that there is an experienced faculty in this school district with 58 percent having seven or more years of teaching experience.

TABLE 2
TOTAL YEARS OF TEACHING EXPERIENCE

YEARS	PERCENTAGE	NUMBER
0	4%	17
1 - 3	6	29
4 - 6	28	127
7 - 10	22	101
11 - Plus	36	168
Interns	2	10
No Designation	2	8
TOTAL	100%	460

The data presented in Table 3 shows the amount of formal education completed by the social studies teaching staff. A range from less than a baccalaureate degree for teacher interns to a Ph.D. degree is indicated.

TABLE 3
AMOUNT OF FORMAL EDUCATION OF TEACHERS

AMOUNT	PERCENTAGE	NUMBER
Less than Baccalaureate Degree	2%	8
Bachelor of Science	17	77
Bachelor of Science, Plus	62	284
Masters Degree	6	29
Masters, Plus	13	60
Ph.D.		1
No Designation		1
TOTAL	100%	460

An additional characteristic of the social studies teaching staff, the amount of college or university graduate credit earned in the social studies beyond the baccalaureate degree in the last ten years, is presented in Table 4.

TABLE 4
SOCIAL STUDIES QUARTER HOUR CREDITS EARNED
BY TEACHERS IN LAST TEN YEARS BEYOND
BACCALAUREATE DEGREE

CREDITS	PERCENTAGE	NUMBER
0	23%	107
1 - 6	28	130
7 - 12	16	74
13 - 18	7	33
19 - Plus	18	81
No Designation	8	35
TOTAL	100%	460

The teachers were also asked to identify their area of specialization within the social science disciplines. Three hundred and sixty faculty members failed to designate teaching specialties. It can be assumed that most, if not all non-respondents to this question, are elementary teachers. Of the one-hundred teachers who responded, thirty-three indicated that history is their area of specialization. Other teacher specialties are Anthropology - 5, Economics - 4, Geography - 9, Political Science - 11, Sociology - 17, and twenty-one with social science combinations.

Overall, the teachers who participated in this assessment were experienced teachers whose education exceeds the baccalaureate degree and who have earned college credit in the social studies in the last ten years. Fifty-eight percent have had seven or more years of teaching experience. Eighty-one percent of the social studies teachers have continued their education beyond the baccalaureate degree, with sixty-nine percent having earned credit in the social studies in the last ten years.

Program Perspective

It was deemed important to determine both the social studies teachers' familiarity, and degree of satisfaction with the social studies curriculum in effect at the time that the curriculum was being studied. Information was requested concerning teacher familiarity with the current social studies curriculum, both within the teachers' own grade level and across all grades. Table 5 indicates that teachers generally were familiar with the district designated curriculum for which they were responsible in their own teaching.

TABLE 5.
TEACHER FAMILIARITY WITH OWN GRADE
LEVEL CURRICULUM

Extent of Familiarity	TEACHER GRADE LEVEL				Total Faculty
	K-3	4-6	7-9	10-12	
Not at All - 0	0%	0%	2.8%	4.9%	2.0%
- 1	6.1	4.0	8.3	2.4	5.0
- 2	8.8	4.7	5.6	2.4	5.5
- 3	25.9	23.5	25.0	19.5	23.5
- 4	41.5	40.3	25.0	34.1	35.0
Thoroughly - 5	17.7	27.5	33.3	36.6	29.0
TOTAL	100%	100%	100%	100%	100%

The social studies teachers in this school district, as indicated by the data presented in Table 6, were generally quite unfamiliar with the total elementary and secondary school social studies curriculum.

TABLE 6
TEACHER FAMILIARITY WITH GRADES K-12 CURRICULUM

Extent of Familiarity	TEACHER GRADE LEVEL				Total Faculty
	K-3	4-6	7-9	10-12	
Not at All - 0	9.6%	12.8%	11.8%	17.1%	13.0%
- 1	30.8	26.2	23.5	14.6	24.0
- 2	37.6	30.2	17.6	24.4	27.5
- 3	18.5	28.1	32.4	31.7	27.5
- 4	1.4	2.0	11.8	12.2	7.0
Thoroughly - 5	2.1	.7	2.9	0	* 1.0
TOTAL	100%	100%	100%	100%	100%

The data presented in Table 7 shows the extent to which teachers were satisfied with the current social studies curriculum.

TABLE 7
TEACHER SATISFACTION WITH PRESENT
SOCIAL STUDIES CURRICULUM

Satisfaction	TEACHER GRADE LEVEL				Total Faculty
	K-3	4-6	7-9	10-12	
Inadequate - 0	7.1%	4.2%	18.2%	13.2%	10.5%
- 1	15.7	16.7	6.1	10.5	12.0
- 2	25.7	25.0	9.1	15.8	19.0
- 3	37.9	35.4	57.5	39.4	42.5
- 4	10.7	16.6	9.1	15.8	13.0
Highly Adequate - 5	2.9	2.1	0	5.3	3.0
TOTAL	100%	100%	100%	100%	100%

An opportunity was provided which would allow teachers to indicate their feelings about the amount of emphasis given to the several social science disciplines in the current curriculum. Table 8 reports teachers' response to disciplines which they considered to be overemphasized.

TABLE 8
SOCIAL SCIENCES OVEREMPHASIZED
IN TOTAL PROGRAM

Overemphasized Discipline	TEACHER GRADE LEVEL				Total Faculty
	K-3	4-6	7-9	10-12	
Anthropology	4.9%	17.9%	60.1%	20.8%	26.0%
Economics	17.1	16.4	0	4.2	9.5
Geography	22.0	20.9	13.3	0	14.0
History	34.1	37.3	13.3	33.3	29.5
Political Science	7.3	4.5	0	4.2	4.0
Sociology	14.6	3.0	13.3	37.5	17.0
TOTAL	100%	100%	100%	100%	100%

Table 9 indicates teachers' perceptions of the social science disciplines which were currently receiving less emphasis in the curriculum than they should receive.

TABLE 9
SOCIAL SCIENCES UNDEREMPHASIZED
IN TOTAL PROGRAM

Underemphasized Discipline	TEACHER GRADE LEVEL				Total Faculty
	K-3	4-6	7-9	10-12	
Anthropology	27.0%	16.5%	4.2%	0%	12.0%
Economics	12.7	25.2	25.0	23.3	21.5
Geography	19.0	13.2	16.7	50.0	24.5
History	1.6	7.7	37.4	16.7	16.0
Political Science	4.8	15.4	4.2	3.3	7.0
Sociology	34.9	22.0	12.5	6.7	19.0
TOTAL	100%	100%	100%	100%	100%

The responses of teachers concerning the existing social studies curriculum indicated that over 80% of the teachers at all grade levels had "an average general familiarity" (3) to "thorough familiarity" (5) with curriculum at their own grade level. Less than 50% of the same group of teachers were similarly familiar with the curriculum for all grade levels. Junior high school teachers indicated greatest familiarity and elementary teachers least familiarity with the district social studies curriculum.

The survey also indicated that those teachers who were most familiar with the grades k-12 social studies curriculum were most satisfied with it. Secondary teachers indicated greater knowledge about and satisfaction with the existing curriculum.

The response to the question of which of the social sciences are receiving too much emphasis in the curriculum at the present time and which are receiving less emphasis than desired indicated marked differences in perceptions between elementary and secondary teachers. Elementary teachers felt that Geography and History are being overemphasized while Anthropology, Economics, and Sociology are receiving too little attention. Secondary teachers believed that Anthropology at the junior high school level and History and Sociology in senior high schools are overemphasized; Economics and History were seen by junior high school teachers as the two social science disciplines most neglected with high school teachers expressing similar views about Geography.

PART III. ANALYSIS AND INTERPRETATION OF DATA

The purpose of this section of the report is to present and analyze findings relative to the teachers' perceptions of social studies goals and skills as they are being taught and as they should be taught. Statistical procedures used to analyze the data included factor analysis and analysis of variance. The findings are presented in narrative and tabular form. The numerals were rounded by conventional rules. The variation in the number of subjects and degrees of freedom resulted from exclusion from analysis the responses of individuals who omitted items on the questionnaire.

To determine the most acceptable statistical description of teachers' perceptions of social studies goals and skills, a factor analysis was used. The term, factor analysis, is not a unitary concept but rather subsumes a large variety of procedures and options. Its most distinctive characteristic, however is its data reduction capabilities. Basically, factor analysis is a technique for examining pattern(s) of relationships in data such that the data may be rearranged or reduced to a smaller set of factors or components that account for the observed interrelationships in the data.

In this study, factor analysis was used to cluster the goals and skills, identify the common element among all the indices of the cluster, name the factor associated with the cluster, and develop the various goals and skills into scales. Because factor analysis is not a precise statistical technique, several factor analyses were run in which solutions of two, three, and an unspecified number of factors were designated. The two factor solution for the twenty-four goal statements and the seventeen skills provided the best solution because more items were retained for analysis and there was a greater distinction among the items to be analyzed.

The Cronbach's Alpha reliability coefficients for the scales ranged from 0.69 - 0.88. The reliability coefficients were:

Knowledge - Current Emphasis	0.79
Knowledge - Desired Emphasis	0.88
Attitudes/Performance - Current Emphasis	0.69
Attitudes/Performance - Desired Emphasis	0.74
Acquisition and Interpretation Skills - Current Emphasis	0.82
Acquisition and Interpretation Skills - Desired Emphasis	0.83
Processing and Application Skills - Current Emphasis	0.77
Processing and Application Skills - Desired Emphasis	0.84

In the factor analysis program a correlation matrix was formed showing measure of association of the twenty-four and of the seventeen variables. These variables are twenty-four goal statements and seventeen skill items of the Social Studies Goals Inventory. From the interrelationships in the matrix a set of factors, orthogonal to each other, were extracted. In this program no assumptions were made about the variables. The result of this Varimax Rotation was to produce a factor matrix that showed the loading of each item on each orthogonal factor. The factor loadings represent the regression coefficients of the items that describe a given variable. From the orthogonal factor matrix it was determined that a number of variables loaded relatively high on a single factor. The importance of these findings is that most of the variables were making a unique contributor to a single factor.

Social Studies Goals

Table 10 presents the two factors with the defining items, factor loadings, and communalities. Stringent criteria were used in this study in considering item loadings in defining a factor. The criteria were: (1) an

item had to load ± 0.40 in only one factor, and (2) if an item loaded more than ± 0.22 in one factor, its loading must equal or exceed ± 0.50 in the other factor. Using these criteria, ten goal statements were used to define Factor I and six goal statements to define Factor II (see Table 10) concerning goals currently emphasized in the social studies program. In regard to goals that are desired for the program, as shown in Table 11, twelve goal statements were used to define Factor I and six goal statements to define Factor II. In both instances the Factor I goals pertain to social science knowledge while Factor II goals focus on attitudes.

TABLE 10

FACTOR LOADING AND COMMUNALITIES OF ITEMS
COMPRISING TWO ORTHOGONAL FACTORS OF CURRENTLY
EMPHASIZED SOCIAL STUDIES GOALS

Item Number	Description	Factor Loading	Communality
Factor I: Knowledge			
2	Become acquainted with background of current problems	.52	.28
4	Learn about and understand changes taking place in the world	.54	.30
5	Become aware of the growing interdependence of different peoples and nations	.41	.22
8	Examine others' values and adopt positions of their own	.42	.22
13	Learn civic responsibilities and how to discharge them	.40	.15
17	Compare and contrast capitalistic system with other economic systems of the world	.51	.27
19	Develop an understanding of society by studying its origin, structure, development and interrelationship of the individual to all social institutions	.51	.27
21	Understand the forces responsible for shaping the modern world	.65	.44
22	Discuss and analyze controversial issues that are applicable to national and international affairs	.75	.58
24	Develop an understanding of the rights and duties of a citizen in a democratic society	.40	.19

TABLE 10 continued next page

TABLE 10 (continued)

FACTOR LOADING AND COMMUNALITIES OF ITEMS
COMPRISING TWO ORTHOGONAL FACTORS OF CURRENTLY
EMPHASIZE SOCIAL STUDIES GOALS

Item Number	Description	Factor Loading	Communality
Factor II. Attitudes/Performance			
1	Demonstrates ability to cooperate as well as compete with others	.55	.33
6	Understand, accept, and attempt to improve upon their strengths and weaknesses	.52	.28
11	Develop interpersonal relations and group participation skills	.52	.27
14	Develop respect for individuals of all races and creeds	.47	.24
16	Demonstrate social studies communication skills	.51	.28
20	Develop a desire for learning now and in the future	.59	.39

TABLE 11

FACTOR LOADING AND COMMUNALITIES OF ITEMS,
COMPRISING TWO ORTHOGONAL FACTORS OF DESIRED
SOCIAL STUDIES GOALS

Item Number	Description	Factor Loading	Communality
Factor I Knowledge,			
2	Become acquainted with background of current problems	.60	.38
3	Understand time and chronology	.49	.29
4	Learn about and understand changes taking place in the world	.43	.19
5	Become aware of the growing interdependence of different peoples and nations	.49	.27
9	Develop tools of analysis and reasoning to instill economic understanding	.53	.34
12	Develop an awareness of man's early life and how civilization has been a gradual process	.59	.37
13	Learn civic responsibilities and how to discharge them	.49	.30
15	Develop an appreciation of our cultural heritage	.52	.34
17	Compare and contrast capitalistic system with other world economics systems	.72	.51
19	Develop a better understanding of society by studying its origin, structure, development and the interrelationship of the individual to all social institutions	.66	.44
21	Understand the forces responsible for shaping the modern world	.69	.48
22	Discuss and analyze controversial issues that are applicable to national and international affairs	.60	.36

Table 11 continued next page

TABLE II continued

FACTOR LOADING AND COMMUNALITIES OF ITEMS
COMPRISING TWO ORTHOGONAL FACTORS OF DESIRED
SOCIAL STUDIES GOALS

Item Number	Description	Factor Loading	Communality
Factor II Attitudes/Performance			
1	Demonstrate ability to cooperate as well as compete with others	.54	.30
6	Understand, accept, and attempt to improve upon strengths and weaknesses	.46	.22
11	Develop interpersonal relations and group participation skills	.71	.50
16	Demonstrate social studies communication skills	.44	.23
20	Develop a desire for learning now and in the future	.51	.29
23	Develop the ability to think and express themselves in a creative manner	.50	.28

By searching for the common characteristics in the loaded variables it was possible to specify the nature of the factor resulting in the development of the variables into two scales; the first, social science knowledge, the second attitudes and performance. Teachers, identified by grade level taught, made critical judgments concerning the importance of these goals to the current teaching and to rate how important the goal should be to the social studies curriculum. Each respondent marked each goal statement on a scale of zero (0) for does not apply to his/her program to five (5) for very important to his/her program. The Current Emphasis Knowledge scale contained ten (10) items and the attitudes scale contained six (6) items. The Desired Knowledge scale contained twelve (12) items and the attitudes scale contained six (6) items. Each individual respondent received a summated score for each scale based on the response given to the various items. The highest possible score for the Current Knowledge scale was fifty (50) points. The maximum score for the Attitudes and Performance scale was thirty (30) points. Likewise the top score for the Desired Knowledge scale was sixty (60) points with thirty (30) points being the maximum score for the Attitudes and Performance scale. Therefore, the higher an individual teacher's score the more important that individual felt the goals were or should be his/her teaching. The analysis of these two scales reveals major differences, between elementary and secondary school teachers, in the perceived current and desired emphasis to be given to social science knowledge and attitudes in social studies in this school district's social studies curriculum.

CURRENT EMPHASIS ON TEACHING SOCIAL SCIENCE KNOWLEDGE

The social studies teachers in this school district believe that all of the ten knowledge goals were at least somewhat important to the present curriculum. A mean score of 29.6 out of a possible 50 points was not particularly high

however. An examination of scores across grade levels reveals differing perceptions of the importance of goals which emphasize social science knowledge.

As indicated by the data presented in Tables 12 and 13, elementary school teachers attach less importance to teaching social science knowledge than do teachers at the secondary school level. The differences in mean scores as indicated in Table 12 was significant and did not occur by chance.

TABLE 12

SUMMARY OF ONE-WAY ANALYSIS OF VARIANCE OF CURRENT
EMPHASIS ON TEACHING SOCIAL SCIENCE KNOWLEDGE BY GRADE LEVEL

Source	df	Sum of Squares	Mean Square	F-Ratio
Between Grade Levels	3	5728.3668	1909.4556	32.92**
Within Grade Levels	372	21576.7369	58.0020	
Total	375	27305.1037		

** Significant beyond .01 level.

Table 13, a comparison of means at various grade levels, reveals that (of all social studies teachers,) those at grades K-3 perceive the teaching of social science knowledge as least important. Their mean score of twenty (20) indicates that many teachers at that grade level consider those goals to be either not applicable or not important. An examination of other means reveals a marked increase in score means as one moves up the grade levels with grades 4-6, 7-9, and 10-12 having means of twenty-six (26), twenty-seven (27) and thirty-one (31) respectively. This indicates that teachers at higher grade levels consider the teaching of social science knowledge as being of more importance than do teachers at the lower grade levels.

TABLE 13

COMPARISON OF GRADE LEVEL MEANS ON CURRENT
EMPHASIS ON TEACHING SOCIAL SCIENCE KNOWLEDGE

Grade	N	Mean	Comparison	T Value
K-3	147	20	K-3/4-6	-6.901**
4-6	150	26	K-3/7-9	-5.389**
7-9	36	27	K-3/10-12	-8.593**
10-12	43	31	4-6/7-9	1.085
			4-6/10-12	-3.982**
			7-9/10-12	-2.158*

** Significant beyond .01 level.

* Significant beyond .05 level.

CURRENT EMPHASIS ON ATTITUDES AND PERFORMANCE
IN THE SOCIAL STUDIES

While data reported in the preceding section of this report indicated that secondary school social studies teachers emphasize the teaching of knowledge, elementary teachers give greater attention to the socialization of the child. Significant differences in the emphasis given to attitudes and performance in the social studies appear in the data presented in Table 14. These differences are similar to those found previously in the comparison of grades K-3 with secondary school teachers in teaching social science knowledge.

TABLE 14

SUMMARY OF ONE-WAY ANALYSIS OF VARIANCE OF
CURRENT EMPHASIS ON ATTITUDES AND PERFORMANCE

Source	df	Sum of Squares	Mean Square	F-Ratio
Between Grade Levels	3	747.5956	249.1985	16.460**
Within Grade Levels	372	5631.8831	15.1395	
Total	375	6379.4787		

**Significant beyond .01 level.

Table 15, which presents the results of a comparison of various grade level means, reveals that teachers in grades K-3 give greater emphasis in their current teaching to attitudinal/performance goals than do teachers at other grade levels. A decrease in mean scores is evident as one moves up the grade levels.

TABLE 15

COMPARISON OF GRADE LEVEL MEANS ON
CURRENT EMPHASIS ON ATTITUDES AND PERFORMANCE

Grade	N	Mean	Comparison	T Value
K-3	147	24	K-3/4-6	3.088**
4-6	150	23	K-3/7-9	5.383**
7-9	36	20	K-3/10-12	5.549**
10-12	43	20	4-6/7-9	3.462**
			4-6/10-12	3.490**
			7-9/10-12	-.172

**Significant beyond .01 level.

Teachers for grades K-3 had a mean score of twenty-four (24) out of possible thirty (30) points. The mean score for both junior and senior high school teachers was 20. The T Value for the comparison of means between elementary and secondary teachers was significant at the .01 level; therefore the difference between means was not due to chance. The differences on the Attitude and Performance scale were not as great as were the differences in the Knowledge scale. This result would indicate that all teachers, regardless of grade level, emphasize attitudinal/performance goals. Elementary teachers, however, do emphasize those goals more than knowledge goals in their students' curriculum.

Summary

The twenty-four (24) goal statements, to which all social studies teachers responded, were structured to define the social studies curriculum. The curriculum, as perceived by teachers in this school district, emphasizes knowledge of the social sciences and personal and interpersonal attitudes. Of the goals listed on the assessment instrument, most teachers felt that they were important, to varying degrees, for the curriculum at their grade level. As might be expected, teachers for grades K-3 stress curriculum goals which are somewhat different from those stressed by teachers at the upper elementary and junior high levels. The goals which these same teachers currently emphasize differ markedly from those being emphasized by senior high school teachers. Teachers at the lower elementary grades consider teaching knowledge of the social sciences not as important as the development of positive student attitudes towards themselves and others. In addition to importance, there is a question of appropriateness. Teachers perhaps question whether children of this age possess the higher cognitive skills needed to cope with some of the more complex goals. Senior high school teachers, and to some extent junior high and upper elementary

teachers, believe that the teaching of social science knowledge is far more important than do their colleagues in grades K-3. An examination of the grade level means reveals a decrease in attitude/performance mean scores as one moves up grade levels. One may also note that the teaching of social science knowledge and expression of satisfaction with current curriculum goals increases as one moves upward along grade levels.

DESIRED EMPHASIS FOR SOCIAL STUDIES GOALS

Upon completing an assessment of how important a goal was in the curriculum at his grade level, each teacher was asked to rate how important the goal should be to the social studies curriculum. The responses to the teachers' perceptions of the desired emphasis for the goals are examined in relation to similar scales, Knowledge and Attitudes.

Desired Emphasis for Social Science Knowledge

At all grade levels teachers' responses indicated that more emphasis should be placed on the teaching of social science knowledge. The increase in the mean score on the Knowledge scale was from 26 to 34 out of a possible 50 points. This significant increase of eight (8) points (see Table 16) for all teachers, regardless of grade level, was an expression that more emphasis should be placed on teaching social science knowledge as represented by the goals in the assessment instrument.

TABLE 16

T-TEST FOR DIFFERENCES IN MEANS
ON SOCIAL SCIENCE KNOWLEDGE SCALE¹.

Scale	Mean	Mean Differences	T-Value
Current Emphasis	24.20	3.64	8.47**
Desired Emphasis	27.84		

** Significant beyond .01 level..

1. Each factor score here is adjusted by number of items.

As indicated by the data presented in Tables 17 and 18, teachers at the elementary and junior high school levels had mean scores considerably below senior high school teachers on the Knowledge scale. Unlike the mean scores on current emphasis of Knowledge, however, the desired emphasis mean scores did not register a low to high upward trend as one moves up the grade levels. The greatest increase occurred in the responses of teachers in grades 4-6, and the smallest increase by junior high school teachers. Teachers at both grades K-3 and 10-12 show an increase of eight in mean scores in the emphasis that should be given to social science knowledge over current emphasis.

TABLE 17

SUMMARY OF ONE-WAY ANALYSIS OF VARIANCE OF DESIRED
EMPHASIS ON TEACHING SOCIAL SCIENCE KNOWLEDGE
BY GRADE LEVEL

Source	df	Sum of Squares	Mean Square	F-Ratio
Between Grade Levels	3	7203.2831	2401.0944	21.402**
Within Grade Levels	372	41733.7993	112.1876	
Total	375	48937.0824		

** Significant beyond .01 level.

TABLE 18

COMPARISON OF GRADE LEVEL MEANS ON DESIRED
EMPHASIS ON TEACHING SOCIAL SCIENCE KNOWLEDGE

Grade	N	Mean	Comparison	T-Value
K-3	147	28	K-3/4-6	-6.998**
4-6	150	37	K-3/7-9	-2.484**
7-9	36	33	K-3/10-12	-6.036**
10-12	43	39	4-6/7-9	1.887
			4-6/10-12	-1.355
			7-9/10-12	-2.587**

** Significant at .01 level and beyond.

The data presented in Table 18 indicates that teachers were interested in increasing the knowledge component of the social sciences into the curriculum. This especially pertained to the areas of History, Economics, Political Science and Sociology, with elementary and senior high teachers showing the greatest interest in increasing knowledge.

Desired Emphasis for Attitudes/Performance in the Social Studies

Teachers in general expressed a desire for only a modest increase in emphasis for attitudinal and performance goals in the social studies curriculum. The mean for this scale increased two point for the overall sample mean, as indicated in Table 19. Teachers for grades K-3 who were currently giving major emphasis to attitudes/performance expressed a desire that the emphasis remain at that level. Upper elementary and junior high school teachers' responses indicated a need for greater emphasis and their colleagues at the senior high level indicated a need for maintaining the current emphasis for social studies attitudes/performance, as represented by the goal statements in the assessment instrument.

TABLE 19

T-TEST FOR DIFFERENCES IN MEANS
ON ATTITUDES/PERFORMANCE SCALE¹.

Scale	Mean	Mean Difference	T-Test
Current Emphasis	38.33	1.78	3.87**
Desired Emphasis	40.12		

** Significant beyond .01 level.

1. Each factor score here is adjusted by number of items.

The data presented in Table 20 indicates that there was a significant difference among teachers' perceptions at the various grade levels as to the desired emphasis to be given to attitudes and performance in the social studies. There was a mean score of 24 for all elementary teachers and a score of 23 for all secondary teachers. A comparison of mean scores on this scale between current and desired emphasis indicates no increase for teachers for grades K-3 and senior high school. The mean for this scale increased one point for teachers in grades 4-6 and three points for junior high school teachers. This indicates that teachers at the lower elementary and senior high school grades wish to maintain the current emphasis being given to attitudes and performance. The teachers indicated a need to give a somewhat greater emphasis at grades 4-6 and, at the junior high level, a marked increase in emphasis in social studies attitudes and performance.

TABLE 20

COMPARISON OF GRADE LEVEL MEANS ON
DESIRED EMPHASIS ON TEACHING ATTITUDES/
PERFORMANCE IN THE SOCIAL STUDIES

Grade	N	Mean	Comparison	T-Value
K-3	147	24	K-3/4-6	-.146
4-6	150	24	K-3/7-9	1.210
7-9	36	23	K-3/10-12	.982
10-12	43	23	4-6/7-9	1.304
			4-6/10-12	1.082
			7-9/10-12	-.242

Summary

In this section of the report data has been analyzed regarding teachers' responses to the emphasis that they would desire to be given to social science knowledge and attitudes/performance of the social studies as represented by goal statements on the assessment instrument. Teachers at all grade levels were interested in increasing the amount of emphasis to be given to teaching social science knowledge. A comparison of mean scores between Current and Desired emphasis on the Knowledge scale, by grade level, reveals that teachers for grades 4-6 showed a very marked increase of eleven (11) points from the current emphasis being given to the emphasis that should be given to social science knowledge. For teachers at grades K-3 and 10-12 there was an increase of eight (8) points. At the junior high level there was the smallest discrepancy, eight (8) points, between teachers' perceptions of the amount of emphasis currently being given to social science knowledge and the amount of emphasis it should receive.

Teachers in this school district were, in general, satisfied with the emphasis currently being given to social studies attitudes/performance. The grade level mean of that scale for Current and Desired emphasis remained the same for teachers at grades K-3 and 10-12. At grades 4-6 the mean score increased one (1) point in favor of giving greater emphasis to attitudes/performance. Junior high school teachers expressed the least amount of satisfaction with the emphasis currently being given to social studies attitudes and performance. There was a difference of three (3) points in the mean score between Current and Desired emphasis on this scale for that group.

SOCIAL STUDIES SKILLS

In addition to assessing social studies goals, which through factor analysis clustered into a two factor solution of Knowledge and Attitudes, a list of seventeen (17) social studies skills were identified and assessed. Factor analysis was used to cluster the skills, identifying the common element among all of the indices of the cluster, name the factor associated with the cluster, and develop the skills into scales. The same stringent criteria were used in considering item loadings in defining a factor as were used for the goal statements. In following these criteria, six (6) statements were used (see Table 21) to define Factor I and also six (6) to define Factor II regarding skills currently emphasized in the social studies program. Of the skills that were desired for the program, as shown in Table 22, six (6) defined Factor I and three defined Factor II.

TABLE 21

FACTOR LOADINGS AND COMMUNALITIES OF ITEMS
COMPRISING TWO ORTHOGONAL FACTORS OF
CURRENTLY EMPHASIZED SOCIAL STUDIES SKILLS

Item Number	Description	Factor Loading	Communality
Factor I Acquisition and Interpretation			
1	Locate information	.69	.49
2	Organize information	.74	.58
4	Acquire information through reading social studies materials	.62	.38
12	Understand social studies terminology	.52	.30
13	Interpret maps and globes	.61	.38
15	Understand time and chronology	.58	.34

Factor II Processing and Application

5	Acquire information through listening	.55	.32
6	Acquire information through observing	.71	.51
7	Communicate orally	.75	.57
10	Work with others	.46	.21
14	Solve problems	.57	.35
17	Formulate hypotheses	.43	.22

TABLE 22

FACTOR LOADINGS AND COMMUNALITIES OF ITEMS
COMPRISING TWO ORTHOGONAL FACTORS OF
DESIRED SOCIAL STUDIES SKILLS

Item Number	Description	Factor Loading	Communality
Factor I Acquisition and Interpretation			
4	Acquire information through reading social studies materials	.67	.50
5	Acquire information through listening	.62	.39
6	Acquire information through observing	.52	.27
9	Interpret pictures, charts, graphs, tables	.64	.45
12	Understands social studies terms	.62	.42
13	Interprets maps and globes	.61	.40
Factor II Processing and Application			
14	Solve problems	.65	.45
16	Draw inferences	.76	.59
17	Formulates hypotheses	.83	.69

Common characteristics were evident in the loaded variables. It was possible, therefore, to specify the nature of the factor, resulting in their development into two scales; the first Acquisition and Interpretation, the second Processing and Application. The clustered social studies skills currently emphasized (Table 21) lack the conceptual clarity one finds in the listing of skills shown in Table 22 that teachers would prefer to be emphasized. It is evident that teachers, when freed from the pressures and expectations of others, have clear in their own minds the types of skills which should be taught at their grade level.

As was the procedure with the goal statements teachers, identified by grade level, rated how important the skills were currently in the social studies curriculum and judged how important the skills should be. Each teacher responded to the listed skills on a scale of zero (0) for does not apply or is not important to the curriculum at the teacher's grade level to five (5) for very important to the curriculum at that grade level. With six (6) statements defining the Factor I Currently Emphasized social studies skills, the highest possible score for this scale was thirty (30) points. There were also six (6) skills which defined the Factor II Current Emphasis, with a maximum score for that scale of thirty (30) points.

Factor I and II of the Desired social studies skills contained six (6) and three (3) skills respectively, resulting in a maximum attainable score of thirty (30) for Factor I and fifteen (15) for Factor II.

CURRENT EMPHASIS ON TEACHING SOCIAL STUDIES ACQUISITION AND INTERPRETATION SKILLS

The social studies teachers in this school district believe that acquisition and interpretation skills are receiving major emphasis in the curriculum. Teacher ratings resulted in a mean score of 21.7 out of a possible thirty points. The amount of emphasis differs across grade levels. Significant differences in the emphasis given to Acquisition and Interpretation skills appear in the data presented in Table 23.

TABLE 23

SUMMARY OF ONE-WAY ANALYSIS OF VARIANCE OF CURRENT EMPHASIS ON ACQUISITION AND INTERPRETATION SKILLS

Source	df	Sum of Squares	Mean Square	F-Ratio
Between grade levels	3	5867.3670	1955.7890	62.994**
Among grade levels	372	11549.6118	31.0473	
Total	375	17416.9787		

**Significant beyond .01 level.

Table 24, which presents the results of a comparison of means across grade levels, reveals that teachers in grades 4-6 give greater emphasis to acquisition and interpretation skills than do teachers at other grade levels. A decrease in mean scores is evident as one moves from the senior high to the junior high, and then to the lower elementary grades where the least emphasis is being given to these skills.

TABLE 24

COMPARISON OF GRADE LEVEL MEANS ON
CURRENT EMPHASIS ON ACQUISITION AND
INTERPRETATION SKILLS

Grade	N	Mean	Comparison	T-Value
K-3	147	17	K-3/4-6	-13.600**
4-6	150	26	K-3/7-9	-2.954**
7-9	36	20	K-3/10-12	-5.785**
10-12	43	23	4-6/7-9	5.544**
			4-6/10-12	3.326**
			7-9/10-12	-2.008*

** Significant beyond .01 level.

* Significant beyond .05 level.

CURRENT EMPHASIS ON TEACHING SOCIAL STUDIES
PROCESSING AND APPLICATION SKILLS

Although teachers are giving a considerable amount of attention to acquisition and interpretation skills, an even greater emphasis is being given to those skills requiring processing and application. The mean score for all teachers at all grade levels was 25.1 out of a possible thirty points. The difference in the amount of emphasis given to these skills across grade levels was negligible and not statistically significant. (See Tables 25 and 26.)

TABLE 25

SUMMARY OF ONE-WAY ANALYSIS OF VARIANCE OF CURRENT
EMPHASIS ON PROCESSING AND APPLICATION SKILLS

Source	df	Sum of Squares	Mean Square	F-Ratio
Between grade levels	3	96.4558	32.1519	1.423
Among grade levels	372	8406.3075	22.5976	
Total	375	8502.7633		

The results of a comparison of means between grade levels, are shown in Table 26, reveals that teachers at the junior high school level and grades K-3 are currently giving only slightly greater emphasis to Processing and Application skills than are teachers at the upper elementary and senior high school grade levels. The difference in mean scores, found not to be statistically significant, were, for the junior high, 25.9 grades k-3, 25.4, senior high, 24.8 and grades 4-6, 24.5.

TABLE 26

COMPARISON OF GRADE LEVEL MEANS ON
CURRENT EMPHASIS ON PROCESSING AND APPLICATION SKILLS

Grade	N	Mean	Comparison	T-Value
K-3	147	25	K-3/4-6	1.709
4-6	150	25	K-3/7-9	-.530
7-9	36	26	K-3/10-12	.719
10-12	43	25	4-6/7-9	-1.599
			4-6/10-12	-.426
			7-9/10-12	.988

Summary

It is evident that teachers, in general, in this school district perceive the current curriculum as strongly emphasizing social studies skills, as measured by the assessment instrument. Greater emphasis is being given to processing and application skills than to acquisition and interpretation skills. The mean score for all teachers and grade levels was 25.1 for the former and 21.7 for the latter. Teachers at all grade levels, except grades 4-6 are currently giving the greatest amount of emphasis to processing and application skills. A significant difference was found among grade levels in the amount of emphasis being given to acquisition and interpretation skills. The least amount of emphasis was being given to these skills by teachers in grades K-3 as reflected in a mean score of 17. In grades 4-6 a mean score of 26 out of a possible score of 30 indicates that teachers are currently giving very high emphasis to these skills.

DESIRED EMPHASIS ON TEACHING SOCIAL STUDIES SKILLS

After the teachers had indicated the extent to which skills were being currently emphasized in the social studies curriculum, they then rated how important the skill should be. The responses to the desired emphasis for the skills are examined in relation to similar scales, Acquisition and Interpretation and Processing and Application.

Desired Emphasis for Acquisition and Interpretation Skills

Some significant differences were found in teachers' perceptions between the amount of emphasis the Acquisition and Interpretation skills are receiving and the emphasis they should receive (See Tables 27, 28 and 29.) Teachers at all grade levels, except grades K-3, indicated that Acquisition and Interpretation skills should receive less emphasis in the district's curriculum than they

currently receive. There was a very minor increase in the mean score on the Acquisition and Interpretation scale for all teachers at all grade levels. The increase in the mean score was .28 from a mean of 21.71 for Current Emphasis to 21.99 for Desired Emphasis for Acquisition and Interpretation skills. This resulted from the expressed desire of teachers for grades K-3 to have a marked increase in emphasis for those skills while teachers for grades 4-6 and 10-12 indicated that the Acquisition and Interpretation skills should receive somewhat less emphasis than at the present time.

Table 27 presents the findings of a T-Test for differences in means between Current and Desired emphasis on this scale of skills.

TABLE 27

T-TEST FOR DIFFERENCES IN MEANS ON
ACQUISITION AND INTERPRETATION SKILLS SCALE

SCALE	MEAN	MEAN DIFFERENCE	T-VALUE
Current Emphasis	30.99	5.63	11.20**
Desired Emphasis	36.62		

**Significant beyond .01 level.

As indicated by the data presented in Table 28 there was a significant difference in teachers' perceptions of the emphasis that should be given to Acquisition and Interpretation skills as measured by the assessment instrument.

TABLE 28
SUMMARY OF ONE-WAY ANALYSIS OF
VARIANCE OF DESIRED EMPHASIS ON TEACHING
SOCIAL STUDIES ACQUISITION AND INTERPRETATION SKILLS
BY GRADE LEVEL

SOURCE	df	SUM OF SQUARES	MEAN SQUARE	F-RATIO
Between Grade Levels-	3	712.5972	237.5324	7.963**
Among Grade Levels	372	11096.3364	29.8289	
TOTAL	375	11808.9335		

**Significant Beyond .01 level

A comparison of grade level means (Table 29) reveals some significant differences among teachers' perceptions as to the desired emphasis for Acquisition and Interpretation skills. Significant differences were found between grades K-3 and 4-6, grades 4-6 and 7-9, and between grades 4-6 and 10-12.

TABLE 29
COMPARISON OF GRADE LEVEL MEANS ON
DESIRED EMPHASIS ON ACQUISITION AND
INTERPRETATION SKILLS

GRADE	N	MEAN	COMPARISON	T-VALUE
K-3	147	21	K-3/4-6	-3.856**
4-6	150	24	K-3/7-9	1.529
7-9	36	20	K-3/10/12	-.255
10-12	43	21	4-6/7-9	3.943**
			4-6/10-12	2.362**
			7-9/10-12	-1.431

**Significant at .01 level and beyond

Desired Emphasis for Processing and Application Skills

When given the freedom to express their desires as to the amount of emphasis that Processing and Application skills should receive in this district's social studies curriculum, teachers were, in general, supportive of them. The mean score of all teachers at all grade levels was 10.93 out of a possible fifteen points. A comparison of differences in means, as shown in Table 30, found no significant difference between the Current and Desired emphasis for these skills.

TABLE 30

T-TEST FOR DIFFERENCES IN MEANS ON PROCESSING AND APPLICATION SKILLS SCALE

SCALE	MEAN	MEAN DIFFERENCE	T-VALUE
Current Emphasis	35.76	.68	1.07
Desired Emphasis	36.44		

The data presented in Table 31 indicates that there were significant differences among teachers' perceptions, at the various grade levels, as to the emphasis processing and application skills should receive in this school district's social studies curriculum. This difference did not occur by chance.

TABLE 31

SUMMARY OF ONE-WAY ANALYSIS OF VARIANCE ON DESIRED EMPHASIS ON TEACHING SOCIAL STUDIES PROCESSING AND APPLICATION SKILLS BY GRADE LEVEL

SOURCE	df	Sum of Squares	Mean Square	F-RATIO
Between Grade Levels	3	692.4673	230.8224	20.895**
Among Grade Levels	372	4109.4476	11.0469	
TOTAL	375	4801.9149		

**Significant beyond .01 level

Grade level means of teachers' responses to the emphasis that should be given to processing and application skills were compared and is shown in Table 32. Although these skills were judged to be quite important by teachers at all grade levels, the data reveals that teachers for grades K-3 of all the social studies teachers, perceive the emphasis of these skills as least important. The teachers at the junior high school level most strongly expressed a desire that processing and application skills be emphasized in the curriculum.

TABLE 32
COMPARISON OF GRADE LEVEL MEANS, ON DESIRED
EMPHASIS ON PROCESSING AND APPLICATION SKILLS

Grade	N	Mean	Comparison	T-VALUE
K-3	147	9	K-3/4-6	-6.883**
4-6	150	12	K-3/7-9	-5.435**
7-9	36	13	K-3/10-12	-4.446**
10-12	43	12	4-6/7-9	-1.142
			4-6/10-12	.161
			7-9/10-12	1.062

**Significant beyond .01 level

Summary

Several summary statements are offered about teacher preferences as to the emphasis to be given to skills in this school systems social studies curriculum. Teachers for grades K-3 expressed a desire for a marked increase in the amount of emphasis to be given to acquisition and interpretation skills. At grades 4-6, and 10-12 the teachers want less emphasis to be given to those skills, while at the junior high school level teachers are supportive of the amount of emphasis that the acquisition and interpretation skills are now receiving.

Because of differences in numbers of items in the two scales a direct comparison was not made between the current and desired emphasis for processing and application skills. Junior high school teachers indicated that a greater amount of emphasis was currently being given to processing and application skills in grades 7-9 than at any other grade level. They also expressed the strongest desire for continuation of this emphasis.

PART IV.

CURRICULUM AND FACULTY DEVELOPMENT IMPLICATIONS

INTRODUCTION

The needs assessment results have provided this school district with data about its social studies curriculum and the faculty who implement it. The data provides general indicators of desired curriculum change, as well as having implications for the development of additional teaching expertise. The comments which follow address the implications of the study results.

Assessment Findings

There is great diversity of opinion among teachers in this school district about the existing social studies curriculum and its need for change. This difference of opinion is to be expected, given the number of teachers who participated in the study, their varying amounts of education and teaching experience, and their teaching responsibilities which represent all grade levels. The data from this study indicates, however, that there is not wide-spread dissatisfaction among the faculty with the curriculum as it currently exists. Nevertheless, the responses of teachers merit thoughtful consideration by the district Social Studies Committee.

The assessment revealed that from nine to seventeen per cent of the teachers at different grade levels have less than an average familiarity with the curriculum planned for their grade. Over fifty percent of the teachers at all grade levels have less than an average familiarity with the curriculum for kindergarten through grade twelve. In addition, there was a rather marked inconsistency in teacher responses to questions about the current and desired emphasis of the social science disciplines. A sizeable percentage of teachers indicated that the same social science discipline was both under and over emphasized at their grade level.

While acknowledging some inconsistency in their responses, teachers made judgements about appropriate grade level placement of the social science disciplines. In their view,

- (1) economics is being neglected at the elementary and junior high school grade levels.
- (2) geography and history should be reduced in emphasis while anthropology and sociology should have greater emphasis in the elementary grades.
- (3) anthropology and sociology are currently over-emphasized in the junior and senior high school curriculum.
- (4) history at the junior high level and geography in senior high classrooms are being neglected.

In addition to determining the extent to which teachers were familiar and satisfied with the existing curriculum and the desired grade placement of the social science disciplines, a salient outcome of the needs assessment was a list of social studies goals and teachers perceptions of the relative importance of the goals. There was clear indication that some goals thought to be of high priority were not being emphasized to the extent teachers would desire.

In summary, several observations can be made regarding the teachers' perceptions of the existing curriculum. There is some lack of familiarity with the curriculum at the teacher's own grade level and a gross lack of knowledge about the total curriculum. This would indicate that while a written curriculum exists, the planned curriculum is not being implemented in all classrooms. Also, if the social studies curriculum is to have vertical articulation from kindergarten through grade twelve, teachers must be familiar with it, not only at their grade level but at all grade levels. In addition, there is a concern about the teachers' expression of satisfaction with the existing curriculum.

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With such widespread lack of familiarity with the curriculum, there may be reason to question the validity of teacher response.

Implications For Curriculum Change

Several "needs", i.e. a discrepancy between "what is" and "what should be" can be identified from the assessment results. There are two needs which have implications for curriculum development. The first is to utilize high priority goals not now being emphasized as a basis for further curriculum development. Perhaps the greatest contribution that the employment of a needs assessment strategy has made to curriculum planning in this school system was to help teachers become more aware that clearly stated goals and objectives, rather than the selection of content, is a crucial first step. The priority goals, not the social science disciplines per se, are to serve as a basis for the design of the curriculum.

A second need is a social studies curriculum which has clear articulation from kindergarten through grade twelve, which flows from the identified goals, and is one to which teachers are committed. A discrepancy between the curriculum "planned" and the curriculum "had" by students is inevitable if teacher familiarity with the planned curriculum is lacking. Less than total commitment of teachers to implement a curriculum is understandable and can be expected if no provision is made which allows teachers to become involved in a systematic way in determining what the curriculum should be.

Given the results of needs assessment, several decisions must now be made by the district Social Studies Committee. Have all desired goals for the social studies curriculum been identified? Are goal priorities firmly established? If so, which of two alternatives are most feasible for the school district to select: (1) revise the existing curriculum, or (2) to design the curriculum to accommodate the results of needs assessment?

While recognizing that there is not gross dissatisfaction with the existing curriculum, revision in piece-meal fashion is not likely to result in a clearly articulated curriculum throughout the grade levels. Several additional arguments in favor of a total re-design of the curriculum include the utilization of goals and objectives, rather than the social science disciplines as a basis for planning, and the opportunity for involvement of and commitment by teachers who are to implement it. In this regard several things must be brought to mind. The existing curriculum, like that in many school districts, has simply grown over time. It especially reflects the great impact that the many national curriculum projects of the 1960's have had upon it. Its development also occurred at a time of tremendous growth in numbers of students and the resulting major increase in numbers of teachers in this school district. With much more stability in teaching positions and less direct influence of externally developed curricula today, teachers will be able to render more independent judgements about, and be more likely to become committed to, the curriculum they will be expected to implement.

Redesigning the Curriculum

If the social studies faculty in this school district decides that a newly developed curriculum is imperative, a model for designing a domain of the curriculum, such as is shown in Figure 1 might be considered. While not intended to prescribe, the model does suggest a sequence of tasks for designing the curriculum, given the results of needs assessment.

If the decision is made to redesign the curriculum and if all goals of the social studies curriculum have been identified, the curriculum writing committee is faced with a number of essential tasks. In moving left to right and downward through the model, the initial task is to identify all terminal objectives for each of the goals. These objectives for kindergarten through grade twelve had not been identified in detail prior to assessing.

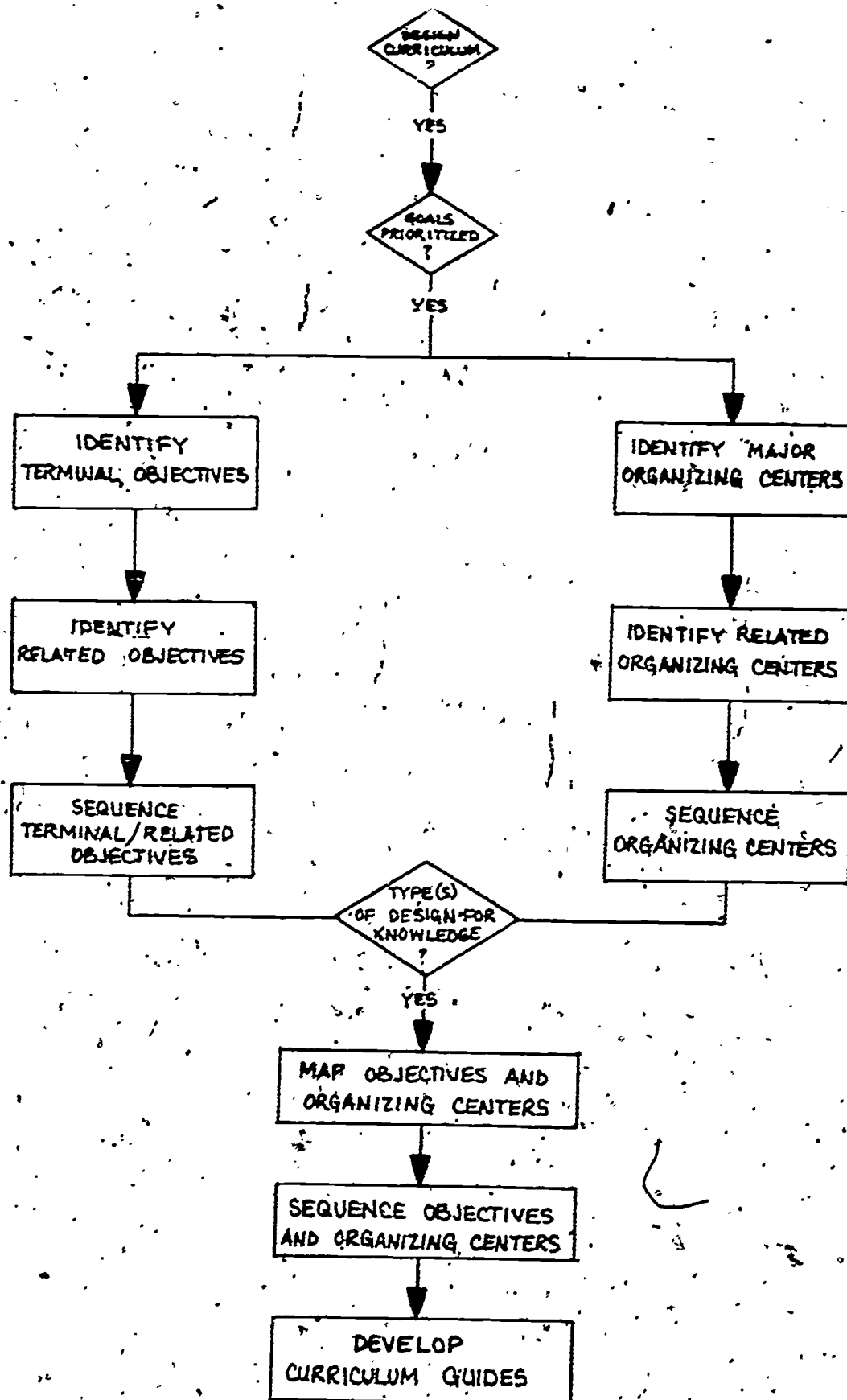


FIGURE 1 - MODEL FOR DESIGNING CURRICULUM

The importance of identifying organizing centers* at two levels of generality is brought to mind in the model. Quite broad, general organizing centers or points of focus for student learning are first identified. Given a range of possible general centers there is need to identify organizing centers which relate to each. Once they have been identified, their required sequence for most effective and efficient student learning must be considered.

Having identified the terminal objectives, the related objectives which encompass the concepts, skills, and attitudes required in order for students to attain the terminal objectives are identified. The sequence for these objectives should be quite flexible and applicable to various organizing centers.

Up to this point the terminal objectives and the related objectives would have been identified and sequenced. Both the major and related organizing centers were identified and sequenced. A most crucial decision must now be made. Given the goals, objectives, and organizing centers which type(s) of design for knowledge are most compatible with the foregoing?

The design for knowledge** of a curriculum framework of "subjects" derived from the social science disciplines is dominant in most schools. That design is readily understood and accepted by teachers. In considering the desired goals, objectives, and organizing centers, are there other designs for knowledge which would better facilitate student learning? Examples include (1) broad fields of knowledge, (2) social functions of living, and

*Focal points for learning through which the objectives are to be attained.

**For a more detailed discussion see Chapter 5
Saylor, J. Galen and Alexander, William Planning Curriculum For Schools,
New York: Holt, Rinehart and Winston, 1974.

(3) interests, needs, and problems of the learner. Each design for knowledge requires a different kind of organizing center. Several examples are offered.

(1) Separate Subject Design

Major organizing center	The Civil War
Related organizing centers	Sherman's March
	The Gettysburg Address

(2) Broad Fields of Knowledge

Major organizing center	Democracy and Dissent
Related organizing centers	The Montgomery Bus Strike
	The March on Washington

(3) Social Functions of Living

Major organizing center	You and the Future
Related organizing centers	Jobs in Industry
	Jobs in Medicine

(4) Interests, Needs and Problems of the Learner

Major organizing center	Personal Living
Related organizing centers	Personal Health Needs
	Achieving Self-assurance

The designing of curriculum guides for the various grade levels constitutes the final curriculum development task. This task constitutes the designing of illustrative organizing centers. That is, while the objectives and organizing centers are prescribed, the other components of the designed illustrative organizing centers are not. Illustrations are offered as possibilities for the teacher's own instructional planning. Components of illustrative organizing centers include (1) the title of the organizing center, (2) a rationale, (3) terminal objectives, (4) related objectives, (5) teaching strategies, (6) activities, and (7) evaluation procedures.

Staff Development Implications

In this school system the responsibility for implementing the developed curriculum rests with the staff at the school building level rather than at the district level. In any case, the curriculum to be developed is likely to

differ markedly from that being currently implemented. To help teachers acquire the competencies necessary for implementing the newly designed curriculum is an important consideration if the identified curriculum goals and objectives are to be achieved by students.

It is difficult to specify the teacher development requirements of a diverse population of teachers such as those found in this school district. Based on the results of the assessment, several suggestions seem to be viable considerations. It was found that there is great diversity in the number of years of teaching experience, the total years and recency of formal education, and their preparation in the social sciences. While recognizing this diversity and the desired emphasis they wish to be given to the newly developed curriculum, some teachers are likely to be quite unfamiliar with specific social science skills and knowledge that would be required. In addition, the priority goals and skills suggest teacher competence in (1) Helping students to understand their values and the values of others, (2) ways of developing positive self concept, (3) assisting students to work and participate effectively in groups, (4) increasing student responsibility for personal action, (5) developing problem solving capabilities, (6) teaching basic skills, and (7) helping students to analyze and interpret information.

In order to more precisely determine teacher in-service needs this school system may wish to employ an assessment strategy. The assessment instrument could be structured largely from the curriculum "scope and sequence" and curriculum guides. A profile of required social science knowledge and skills, suggested instructional strategies, activities, and evaluation procedures, etc. can be specified from the newly designed curriculum. Each individual teacher could then interact with the profile in terms of his competence in relation to the instructional requirements of the new curriculum. The areas

of greatest discrepancy between "where teachers see themselves" and "where they will be required to be" would provide this school system with a base of information for planning an in-service education program.

The study as presented provides data for curriculum and staff development analysis in this school district. The Social Studies Committee has base-line information upon which decisions can be made about improving the social studies curriculum and its implementation in classrooms.